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THE COVER

This is a ground level aerial view of the State Capitol Building in Jefferson City. Other buildings in the background are: Jefferson, Highway, Postoffice, Supreme Court and state office. The spotlight falls on the State Capitol with the convening of the Legislature Jan. 5. Photo: Massie, Mo. Resources Div.

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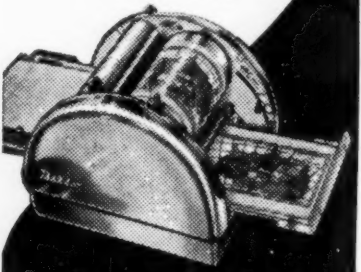
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TITLES FOR TEENS

A list of selected titles of books for junior highschool students, "Your Reading," has been prepared by the Committee on the Junior High School Book List for the National Council of Teachers of English.

The publication is directed primarily at the reader. An index locates a particular author or title quickly. Books are described or listed on 25 general themes. Added titles are given, representing further good reading, after the description of many books.

This guide for systematic junior highschool readers may be obtained from the National Council of Teachers of English, 704 South Sixth St., Champaign, Ill. Price, 60 cents.

AGE 9-12 PORTFOLIO

For parents, teachers, or community service workers, suggestions for working with children between the ages of nine and 12 are available in 12 four-page leaflets published by the Association for Childhood Education International.

This portfolio shows how intermediate school students grow, develop, and learn; their capabilities in school subjects; and their normal behavior and interests. Suggestions show how to develop students in this age group to their fullest benefit.

Individual leaflets are 10 cents; the 12 in a portfolio package costs 75 cents. Order from: Association for Childhood Education International, 1200 Fifteenth St., N.W., Washington 5, D. C.

U. N. REVIEW

A new monthly magazine, "United Nations Review," was placed on sale late last summer. It is published by the United Nations Department of Public Information, and replaces the fortnightly "United Nations Bulletin."

Because of less frequent deadlines, the "Review" has been able to develop broader and deeper reporting than its predecessor, which had to be more committed to news-periodical format. The "Review" contains articles of two types, mainly: background and current development reviews, and illustrated features.

The 80-page magazine also has a Spanish and a London edition. It costs 40 cents for single copies; for yearly subscriptions send \$4.50 to International Documents Service, Columbia University Press, 2960 Broadway, New York 27, New York.

CREATIVE LEARNING

To achieve balance among various learning activities, a school program needs to give appropriate emphasis to the creative arts, says the foreword in a U.S. Department of Health, Education, and Welfare bulletin, "How Children Can Be Creative."

It is the latest in a series based on the publication "The Place of Subjects in the Curriculum," published by the Department's Office of Education. It shows how children, teachers, and parents, working together in classrooms or the home, can create songs, poems, stories, rhythms, dances, pictures, handicrafts, and other art forms.

Single copies are for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C. Price, 15 cents.

'WHAT ABOUT LATIN?'

"What About Latin?" prepared by a committee of the American Philological Association, may answer questions of students and advisors on the value of the language today. William E. Gwatkin, of the Department of Classical Languages and Archaeology at the University of Missouri, was chairman of the group of university professors responsible for its preparation.

Latin's values, says the committee, are an increased knowledge of Roman life and institutions, notably law, deep insight into the derivation of English or Romance language words, and a comprehensive study, in the textbooks used, of Roman literary creation.

Latin has vocational value, especially because of a shortage of qualified teachers, but also for all language teachers; and for medical, law, and ministerial students since their studies involve much Latin tradition and terminology.

For a copy write: The American Classical League, Miami University, Oxford, Ohio. Price, 10 cents.

New Faculty Members

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Advance

Wayne Gibson, Sc; Robert McCormick, M; Betty Waddle, Ss; Martha Daleringer, E; Edison Richards, grade 6; Christine Crader, grade 2; Mary Jane Francis, grades 5 and 6.

Springfield

James W. Hickman, vocal music; Mrs. Mary Felix, grades 3 and 4; Mrs. Bernadine Hunt, grades 4 and 6; Mrs. Audrey Springer and Mrs. Virginia Irwin, E and Ss; Mrs. Laurabeth Windham, speech correction.

University City

Harold L. Hillyer, instrumental music; Gene Ann Prosser, speech correctionist; Georgene Sachtleben, elementary vocal music; William A. Albers, Ss; Jeannine Honefenger, PE; Joe E. House, Chem and G; Wallace G. Klein, E and Ger; Mrs. Sue Ann Park, Dr and Spch; Mrs. Jacqueline Schapp, Pe; F. Hugh Voss, Cs; Marshall Arky, Gs; Marshall Brooks, Ss; Ralph Glauert, Ss; Mrs. Fay Mohr, art; Mrs. Erna Nash, M; Mrs. Virginia Plank, E; Mrs. Ruth Sims, art; Lewis Stoneking, M; Mrs. Grace Trimm, M; Walter Voss, Pe. Blackberry Lane elementary; Mrs. Alice O. Coffman, Mrs. Ansela Greenberg, Mrs. Joan Grossman, Frances Leimkuehler, Phyllis Ann Trugman; Daniel Boone elementary; Mrs. Alice Brewster, Barbara Bugg, Jean Dale Hourigan, Esther Lanfersieck, Mrs. Marjorie Pei, Helen Neleney, Mrs. Maria Thompson, William Walker: Delmar-Harvard elementary; Mrs. Edna Bowman, Ellen Brown, Mrs. Marie Duffy, Mrs. Bernice Radman; Mrs. Goldie Tedrick, Barbara Thal: Flynn Park elementary; Mrs. Lucile Harder, Mrs. Donna Jean Herr, Mrs. Ruth Lamborn, Mrs. Barbara Mange: Jackson Park elementary; Mrs. Mary-Jane Krause, Mary Elizabeth Moore, Mrs. Marguerite Perkins, Mrs. Harriet Shourd: McKnight elementary; Mrs. Phyllis Ashworth, Evelyn Hahne, C. Glenn Lycans, Rose Anne Cohen: Nathaniel Hawthorne; Nancy Lou Marks, Gerald Ellis; Pershing elementary: Joyce Ann Dodson, Mrs. Virginia McDougall, Mrs. Mary Meyer, Mrs. Jeanne Thomas: University Forest elementary; Mrs. Joan Hamar, Mrs. Helen Lycans, Mrs. Martha Scheller, Mrs. Nataie Thiele.

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THE PROPOSED NEW METHOD OF DISTRIBUTING STATE SCHOOL MONEY

THE proposed new method of distributing state school money to the local school districts has been developed by the Joint Legislative Education Study Committee in cooperation with its Citizens' Advisory Committee.

The Legislative Committee is composed of six state senators and six state representatives. The Citizens' Advisory Committee is composed of some thirty members representing various state-wide organizations vitally interested in providing better educational opportunities for all the children in the state.

For some ten or eleven months the committees have been carefully considering the educational needs of the public schools in the state. The facts revealed by recent surveys of education in the state and their recommendations and all other suggestions made by individuals and organizations have been given careful and prolonged consideration by the committees.

As a result, a number of different plans of distributing state school money have been proposed. Each one has been applied in detail to all the local districts in the state. The effects on each and all districts in the state have been carefully considered. Also, the total cost to the state of each proposal has been compared with the current amount of state school money distributed. Several such proposals, after careful study by the committees, were rejected for one or more reasons. Finally, the plan outlined briefly below has been approved in principle because of its soundness, its simplicity, and its adequacy for guaranteeing by the state a basic foundation educational program for all the public school children in Missouri.

by **A. G. CAPPS**
University of Missouri
Columbia

The proposed new method of distributing state school money has four parts to it: namely, (1) an equalization quota based on average daily attendance; (2) a flat grant quota for each child in average daily attendance; (3) a teacher incentive quota; and (4) a transportation quota.

Equalization Quota for Each Child

The equalization quota provides \$110 for the education of each child in average daily attendance in the public schools. The local district levies \$1 on the hundred dollars assessed valuation for teacher and incidental purposes. The sum so calculated plus the county, township, intangible, railroad and other utilities school money is the part of the \$110 provided by the local district. However, for a given local district, if this sum is less than \$110, the state will provide the deficiency as its part of the equalization quota.

Flat Grant for Each Child

In addition to the foregoing equalization quota, there is provided a flat grant of \$65 for each child in average daily attendance. This flat grant is to be paid by the state to the local districts.

Thus, with the equalization quota of \$110 and the flat grant of \$65 there is provided \$175 for the education of each child in average daily attendance.

Teacher Incentive

In order to recognize and encourage better professional preparation,

the state will provide a teacher incentive quota according to the following schedule:

For each teacher with 150 or more semester hours \$300.00

For each teacher with 120 to 149 semester hours \$200.00

For each teacher with 90 to 119 semester hours \$100.00

However, after 1960 no state money will be provided for preparation less than 120 semester hours.

It should be noted that the word "teacher" has been defined in the proposed new method as follows: "Teacher" means any teacher, supervisor, principal, or superintendent regularly employed one-half time or more in the public schools and who is certified under the laws governing the certification of teachers in Missouri."

Transportation of School Children

According to the new plan, the state will help finance the needed transportation of school children. Aid will be provided for children transported at the rate of \$3 per month per pupil in average daily attendance.

Provision for Exceptional Cases

Provision has been made for exceptional cases in which the new method of distribution of state school money would fail to provide an adequate educational program for the children in certain school districts.

For example, there is the case of the "isolated" district. It has been defined objectively. The definition is to be applied by a majority vote of the County Board of Education and approved by the State Board of Education.

If the equalization, the flat grant, the teacher incentive, and the transportation quotas, plus the funds provided by a reasonable effort of the local district do not provide sufficient funds to support a desirable foundation program, "the State Board of Education is empowered to allocate additional funds, so that said district will have additional funds, not to exceed a combined total of \$3000, to operate its schools."

Furthermore, for the first school year after the adoption of the new proposal each district will receive in state school money the amount calculated by the proposed method or go per cent of the amount received the prior school year, whichever is greater. This also applies to the second year after adoption of the new proposal. However, after the second year of adoption, this provision will not apply.

Certain Present Special Services To Continue

Certain special services to the local schools provided in whole or in part by state and federal moneys are to remain the same as in the present laws. Among these services are included free textbooks, vocational education, care for exceptional children and orphans, abandonment of school buildings, and school building aids.

Calculated Cost of the New Method

The proposed new method of distributing state school money to the local districts will cost the state approximately 60 million dollars annually as shown in Table I below. This sum was obtained by calculating the amount each district would receive on each of the four quotas based on the available data.

Of the state money, approximately 25 per cent goes to equalization and approximately 60 per cent goes to the flat grant as shown in Table I. Also, one interested in details of the state distribution will find in Table I the amounts of money allocated to each type of district by each type of quota.

TABLE I
DISTRIBUTION OF STATE SCHOOL MONEY
BY THE PROPOSED NEW METHOD¹

Type of State Quota	Type of District			Total	Per Cent of Total
	Three Director Elementary	Six Director Elementary	High School		
Equalization	\$2,184,280	\$ 715,976	\$11,501,202	\$14,401,458	23.9
Flat Grant	3,310,001	1,585,030	30,951,338	35,846,369	59.6
Teacher Incentive	106,900	80,400	4,736,400	4,923,700	8.2
Transportation	123,660	416,567	4,450,761	4,990,988	8.3
Total	\$5,724,841	\$2,797,973	\$51,639,701	\$60,162,515	100.0

¹ Prepared by the Legislative Research Bureau.

In order that the reader may make some comparisons of the amounts by the present method of distributing state money and the amounts by the proposed new method, some calculations were made for this purpose. Available data and time at hand to make the calculations permitted only the data shown in Table II below.

The new method provides more than three times as much money for equalization than the current method as shown by a comparison of the data in Tables I and II. Also, the new method provides an appreciable increase in the flat grant.

TABLE II
DISTRIBUTION OF STATE SCHOOL MONEY BY THE PRESENT METHOD IN 1952-53¹
By Type of Aid

Type of State Quota	Amount	Per Cent of Total
Equalization (1st level)	\$ 3,934,443	8.90
Flat Grant (1st and 3rd levels) ²	31,516,109	71.34
Teacher Incentive (2nd level)	5,728,839	12.96
Transportation	3,000,312	6.79
Total	\$44,179,703	99.99

¹ Adopted from a table prepared by the Legislative Research Bureau.

² This sum includes the Teacher and Attendance Quota from the first level and tuition for non-resident students.

Personal Evaluation of the New Method

In the judgment of the writer, the proposed new method of distributing state school money is based on the following modern democratic principles relating to the state's participation in financ-

ing a basic foundation program of public education for the children in Missouri.

1. One of the most important, if not the most important, functions of the state is to "establish and maintain free public schools for the gratuitous instruction of all persons in this state within ages not in excess of twenty-one years as prescribed by law."

2. There is a joint responsibility between the state and the people in the local districts for the education of their children.

3. This joint responsibility suggests that the state contribute one-half the total cost and the local districts as a whole contribute the other one-half of the funds necessary to support a desirable foundation program of education for all the children in Missouri.

4. One child is as important to the state as another regardless of whether he is in the elementary grades or in the high school, and regardless of where he lives in the state.

5. Teachers equally competent should be equally paid regardless of whether they render their services in the elementary grades or in the high school grades.

6. The method of distributing state money should be economically sound, simple, equitable and easily understood by laymen as well as by the profession.

7. Proposed changes for improving current practices should be predicated on a careful consideration of the conditions as they exist at the time of the proposed changes and in the foreseeable future. *

In comparing the new method with the present method, one should recall that the present method of distributing state school money was designed to meet the educational needs of the depression years of 1929 and the early 1930's. Thousands of school districts were bankrupt or going bankrupt caused by the failure of the people to be able to pay their local school taxes.

(See New Finance Plan Page 9)

Goals for improvement of public schools in
68th General Assembly outlined by
Missouri State Teachers Association
Legislative Committee

LEGISLATION PROGRAM DETERMINED

THE Legislative Committee of the Missouri State Teachers Association met in Columbia on November 23 to outline a program of action for the betterment of the educational system of Missouri that might be considered by the General Assembly when it convenes January 5.

The Committee, among other things, approved in principle the recommendations of the Joint Legislative Committee for the Study of Education as they were approved by the full Committee including citizen advisory members. A complete discussion of the recommendations and proposals of the Joint Legislative Study Committee are to be found on page four as discussed by the chief consultant of the Committee, Dr. A. G. Capps.

It is anticipated that bills implementing this study will be drafted by the Legislative Research Committee of the General Assembly and be ready for introduction at the outset of the legislative session.

Continuing Contract

In accordance with the recommendation of the Assembly of Delegates of the Missouri State Teachers Association the Legislative Committee approved the introduction of a proposal to strengthen the present continuing contract law. It would require that the board, in event a teacher who

has 120 hours of college credit and has taught two years in the district is not to be re-employed, accompany the notice of lack of re-employment with a written statement of reasons and grant the teacher a hearing if requested. The measure will probably be introduced in the House.

School Transportation Safety

In the interest of the safety of school children on Missouri's public highways, it is the intention of the Committee to support legislation relative to highway safety. In order to help protect the more than 211,000 school children now being transported, it recognizes the advisability of limiting the speed of motor vehicles on public highways.

The Association took the first step in helping to protect school children when it sponsored in the 1949 session of the General Assembly a proposal requiring traffic to

stop when meeting or passing school buses loading or unloading school children.

Social Security Referendum

An act passed by the last session of our National Congress now makes it possible for teachers already in a retirement system to be covered by social security.

After careful consideration the MSTA Legislative Committee took the position: either (1) that the General Assembly should adopt enabling legislation making it possible for members of the Public School Retirement System of Missouri to express themselves relative to their being included or excluded under social security coverage and that such enabling legislation should include a proviso that inclusion under social security would not affect for present or future members any of the benefits now provided by the Public School Retirement System of Mis-



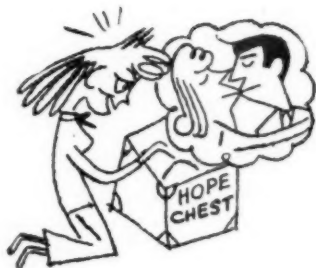
souri; or (2) that the General Assembly, if it deems advisable for the best interest of all concerned to improve the benefits of the Public School Retirement System of Missouri instead of adopting such enabling legislation, should take steps for this improvement.

In accordance with the action of the Assembly of Delegates, data are being secured and will be

To assist in the interpretation of our pressing school needs for the state as a whole, the Association has developed various materials—such as recordings for radio, scripts for live programs for any occasion, and spot announcements for radio with slides to accompany them for television. Will you see that use is made of them in your community?



you should know



made available by the Legislative Committee with respect to the benefits and costs of retirement and social security.

The session of the General Assembly convening in January is a crucial one for public education.

Every attempt will be made as heretofore to keep you informed and to report developments as they occur.

The last General Assembly expressed its friendly attitude toward education in many ways. There is every reason to believe the coming one will do likewise if we keep the members properly informed.

It is to your Senator and your Representative you must look for helpful state legislation. It is your task to keep them informed and to assist them in every way possible.

Facts You Should Know

Acquaintance with the over-all data presented here will assist you in interpreting Missouri's educational needs.

Children. Births in Missouri in 1937 totaled 56,517; births in 1953, 91,447. Public school enrollments in Missouri increased more than 21,500 this year and will continue at a similar rate for years to come. (See School Legislation Page 28)



MUST WE STILL OFFER TRADITIONAL PHYSICAL EDUCATION PROGRAMS?

*Survey points to absence
of lesson planning and
locally planned courses of
study in the health field*

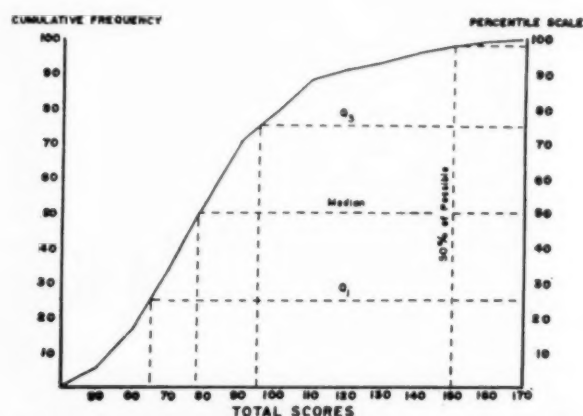


FIGURE 1. CUMULATIVE FREQUENCY CURVE OF HEALTH AND PHYSICAL EDUCATION SCORE CARD NO. II TOTAL SCORES FROM 100 SELECTED MISSOURI HIGH SCHOOLS, 1953

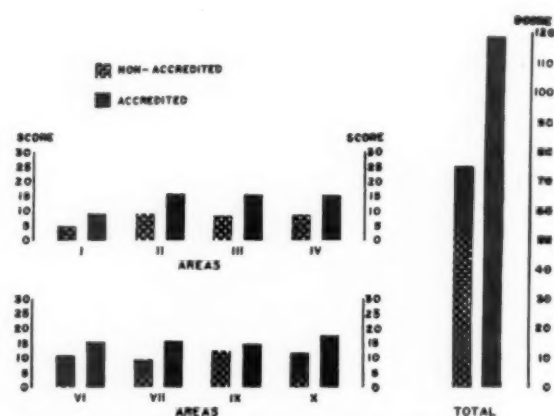


FIGURE 2. HEALTH AND PHYSICAL EDUCATION SCORE CARD NO. II AREA AND TOTAL MEAN SCORES FOR 100 SELECTED MISSOURI HIGH SCHOOLS BY ACCREDITATION BY THE NORTH CENTRAL ASSOCIATION, 1953

by Dr. Harry Fritz

RECENTLY the boys' health and physical education programs in 100 public, white Missouri highschools were evaluated by visitation.¹ Approximately 15.9 per cent of the eligible schools (selected by proportional stratified random sampling based on school size and community population) were scored by means of the *Health and Physical Education Score Card No. II*.²

Total scores ranged from 14 to 56 per cent of the possible with a median of 26 per cent. Missouri ranks eleventh among 17 states surveyed to date with the selected instrument. The median for the 17 states is slightly less than 29 per cent.³

An administrator or teacher, having carefully scored his own school by means of the *Health and Physical Education Score Card No. II*, can compare his school's health and physical education status with other schools of the state. All that is required is to locate the obtained score for his school on the scale at the bottom of the cumulative frequency curve (Figure 1). Next, extend a line upward until it

meets the curve. A horizontal line, then, running from this point to the appropriate side of the diagram, will indicate the number and per cent of schools in Missouri that are better or poorer on total health and physical education score. The curve indicates that only two per cent of the Missouri schools scored to date have attained as much as 50 per cent of the possible score.

Regional accreditation, the most influential of the variables considered with respect to total and division scores, was also favorably associated with the item scores (see Figure 2). Schools with two highest State Department of Education accreditments tended to be regionally accredited and were superior to the lower accreditments in program quality. Average salary, the most influential of the financial variables considered in the study, was favorably associated with increased scoring. Generally, larger schools located in larger towns had the better programs. Increases in budget appeared to favorably influence health and physical education score. To a lesser extent this was true for per pupil expendi-

ture. Schools between 200 and 750 in enrollment were determined to be operating at less cost per student than larger or smaller schools and were the most efficient schools in terms of cost-per-student-per-score-point. Geographic location within the state did not appear to be very influential upon program quality.

Specific Findings

Several specific findings would seem to be of special interest to the administrator desirous of bringing his school's program of health and physical education nearer to accepted national standards.

About 70 per cent of the schools surveyed failed to clearly distinguish between an elective phase of the program, varsity athletics, and required courses. These schools either counted the varsity practice period as the entire physical education offering or excused varsity squad members from such classes as were offered.

The nation-wide shortage of women physical education teachers is evident in Missouri. In approximately 74 per cent of the schools

surveyed the girls' classes and teams were being taught and coached by men.

There were practically no locally developed courses of study for physical education. In fact, the absence of lesson planning in this area was clearly apparent.

Final grades were usually assigned on a subjective basis. Fewer than five of the schools gave any sort of test, either written or performance, in assigning physical education marks. It would seem that the administrator shares the responsibility for the teacher's negligence in this regard.

Physical education programs in Missouri highschools appear to consist mainly of the traditional interscholastic sports. A program that included rhythmic and individual or dual (carry-over) activities that can be enjoyed throughout life was an exception.

It was noted that schools with the best programs of health and physical education and schools high in enrollment tend to have the most extensive and varied interschool sports programs. Schools below the median in total health and physical education score were found to be offering none of the so-called recreative sports on an interscholastic basis.

Fewer than one-third of the schools were adhering to the recommended practice of requiring a complete medical examination of all students by a physician at least once in each school level. Those examining chiefly examined athletes. Nursing services in the schools surveyed were far below accepted standards.

Many of the schools of the state are too small to provide a well rounded program of physical education activities. The median enrollment of the sample schools is 118. At the time the sample was selected approximately 40 per cent of the state's public white highschools enrolled fewer than 100 students, no more than half of which were usually boys. Although all of the boys in the highschool are usually assigned to the same

class period in these schools, classes were often too small to permit participation in certain desired activities. At the other extreme it was noted that several of the large sample schools often resorted to assigning large groups of students to the same class section by free period rather than by some of the more desirable classification methods.

None of the surveyed schools were found to be offering remedial programs for the physically handicapped.

Items required by some state authority were usually scored higher by all schools than items not required. For example, Missouri compares favorably with the standards of the selected score card with respect to the training of teachers for physical education. That practically every school scored high for the item dealing with teacher qualifications is no doubt due, in part, to the certification requirements of the State Department of Education. It would appear that imposed state requirements are effective in bringing schools of the state up to nationally recommended levels in certain areas of health and physical education.

1. Fritz, Harry, *An Evaluation of the Boy's Health and Physical Education Program in Selected White Secondary Schools of Missouri*, Doctor's dissertation, School

of Health, Physical Education, and Recreation, Indiana University, Bloomington, 1954, 263 pp., typed.

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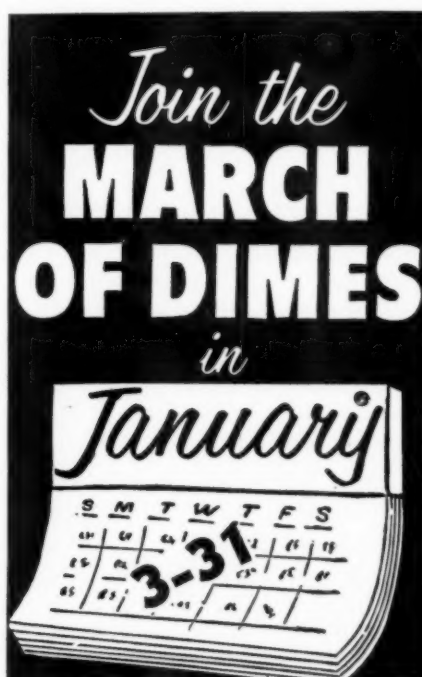
New Finance Plan

(Continued from Page 5)

Thus, it became obvious to the leading laymen, government officials, and educators that the local school districts would have to be aided financially to a greater extent than was being done by the state at that time, if the children were to receive the kind of education that was needed for those times.

Thus it was that the 1931 School Law, which was enacted a generation ago, was based on the principles of school finance and the educational needs of that day. It certainly has made a great contribution to the education of the school children in Missouri. Minor amendments have been made from time to time in an effort to make the law meet the changing conditions during the last twenty-five years. But amendments have failed to meet the educational needs of the children today. The well-known changes in the social, political, economic and educational conditions in Missouri, in the United States, and in the world in general in the last twenty-five years have brought new needs to be met by the schools today and tomorrow.

In conclusion, it is the writer's judgment that the method of financing education in the 1931 School Law, based on the principles, practices, and needs of a generation ago, should be replaced by the proposed method discussed in this article. This new method merits the most careful consideration and the support of all the people in Missouri who are interested in providing a modern, desirable foundation program of education for all the public school children in Missouri.



STRENGTHENING

the Word Perception PROGRAM

Principles that apply to the teaching of word perception are made understandable by a recognized authority in the teaching of reading

by Dr. A. Sterl Artley
Professor of Education
University of Missouri

ONE of the basic goals in the teaching of reading is that of promoting growth in word perception. Though full comprehension and rich interpretation remain the ultimate goal of a sound reading program, that goal cannot be attained if the reader is unable to identify and attach meaning to the printed symbols. One need not labor the point that one can comprehend no better than he is able to perceive with meaning the words which he meets.

The details of a word perception program in the way of specific skills to be developed, their developmental sequence, their timing, and methods of development will vary to some extent with the type of reading program being carried on by the teacher. If she is using an experience or activity approach to reading instruction the teacher will be more or less on her own as to the organization of her skill program and its sequence. She will develop sight words through script-charts, and will promote independence in word perception through instruction and practice as need arises.

If, on the other hand, the teacher is following a basic series of materials the scope and sequence of the program will be outlined in the guidebook or teacher's manual. Moreover, one will find on analysis that the approach to word perception developed by one group of authors will vary somewhat from

that developed by another group. Series "X" will develop independence in word recognition through certain clues; series "Y" may include several other devices. Series "B" may teach short vowels before long ones; series "C" may reverse the procedure.

It is not our purpose here to consider the specifics of a word perception program, nor to argue the merits of a certain set of procedures. Obviously as to the details of such a program one should follow the plan as set forth in the guidebook to the basic series of materials being used. There are, however, certain guiding principles or generalizations that undergird any word recognition program regardless of the approach being followed or the series of materials being used. It is the intent of this paper to discuss these principles briefly.

1. *The word recognition program should be broad in scope. It should include all of the techniques that are useful in identifying and perceiving new words.*

There are several clues or "keys" that will enable the reader to perceive unfamiliar words. The guidebook to the series being used will need to be consulted as to the ones to be developed. Regardless of the series, however, authors are in agreement that a variety of approaches to new words should be developed. The child should be helped to develop a high degree of versatility so that he may approach a strange word with several methods of attack rather than one. Some words may be recognized more quickly by one approach; others by another. If the reader has only one clue to the new word he may be definitely handicapped.

Though there may not be com-

plete agreement among authors as to particular clues to be employed in unlocking words, the literature refers frequently to those mentioned by Gray.⁵ Gray refers to five major aids to word perception—meaning clues, word-form clues, phonetic clues, structural-analysis clues, and the dictionary. Briefly they are described as follows.

Meaning clues reside in the context of the known words surrounding the unfamiliar word. Meaning clues make it possible for the thoughtful reader to "guess" or infer the word needed to complete the thought of the sentence. Though meaning clues are valuable aids to word perception they are seldom sufficient, and must be supplemented by other aids.

Word-form clues are being used when a child notes a visual resemblance between the unknown word and a known one. For example, **shame**, a new word, resembles the known words **name** and **game**. By making a mental substitution of the consonant digraph **sh** for the initial **n** or **g**, the child is able readily to unlock and pronounce the new word.

Phonetic clues have their origin in the fact that words are made up of letters or letter combinations that have known sounds or that follow certain phonetic principles. Phonetic clues enable the reader to associate the appropriate sounds with the printed word form.

Structural analysis is the process of examining an unknown word for the purpose of identifying the parts which form meaning units (roots) and pronunciation units (syllables). For example, the word, **unpacking**, is made up of the easily recognized prefix, **un**; the equally familiar root, **pack**; and the variant ending, **ing**. Combining the familiar elements in this manner, **unpacking**, readily yields to analysis. Or the older child meets the strange word, **microphone**. This ten-letter word may be a formidable barrier to a ten-year old unless he has learned how to divide it into the syllables **mi cro phone**. If the three syllables cannot be pronounced immediately as familiar units, a few moments taken to apply phonetic principles governing vowel sounds readily permits the child to pronounce the complete word.

Finally, the **dictionary** speaks for itself and serves as the court of last resort, not only to the pronunciation of a word, but to its meaning, spelling, and even origin. Equipped with aids or keys such as these five the child

can attack any word he meets on his own terms. He possesses a versatility of word attack so that if one method fails to give him the word, he has at hand other devices which he may call to his aid.

It should be pointed out that in the teaching of these recognition clues no one of them is sufficiently important in and of itself to warrant its being given priority over another. This fact is important since within the last few years a virtual flood of phonetic drill materials has come on the market which would lead one to believe that the word recognition program is essentially a phonetics program. This idea was thoroughly disproved twenty years ago by research which clearly showed that nothing was to be gained by a drill program on phonetic elements, nonsense syllables and discrete words.

Unless teachers are wary they will be lured into believing that one can emphasize word recognition for word recognition's sake with meaning as a secondary consideration. Let one never forget that the word recognition program itself is only a means to an end, the end being rich and complete interpretation of what is read. Furthermore, a sound word recognition program should be an inherent part of the basal reading program itself, *not superimposed from the outside*.

2. *A well-developed stock of sight words is necessary before independent techniques are introduced.*

At the outset in learning to read the child becomes familiar with symbols for words already in his speaking vocabulary by having the printed forms of the words presented as wholes in meaningful context. Such words, known as sight words, serve two purposes. In the first place they enable the young reader to understand the stories found in his initial reading materials. They make it possible for him to engage in the reading act in a meaningful manner immediately upon the introduction of pre-primer type material.

But a basic stock of sight words

serves another purpose also, in that it constitutes the foundation for the program heading to independence in word perception. Any new principle in phonics or structural analysis, for example, is generalized from words which are already in the child's sight vocabulary. The sound of the initial consonant *b* is taught when the child knows by sight the words *big*, *boat*, *ball*, and *boys*. Knowing these words by sight makes it possible for the child to focus his attention on the sight and sound of the initial phonetic element and to generalize the principle being developed.

It should be pointed out, however, that the importance of a sight vocabulary does not cease with the end of the initial stage of reading. Though the method of learning words as wholes is supplemented by independent techniques of word perception, the development of an ever-increasing sight vocabulary remains important throughout the primary grades. All words should be raised to the level of instantaneous perception which, of course, makes of them sight words.

3. *Word perception principles and understandings should be developed inductively.*

"From the known to the unknown," is a basic principle to be followed in developing word perception skills and abilities. For example, an important phonetic principle ordinarily developed on the second grade level has to do with sounds assigned to vowel diagraphs. In cases where two vowels appear together as in *cream* and *day*, the first vowel is usually long, and the second silent. In developing this basic understanding the teacher writes on the blackboard a group of known sight words—*cream*, *train*, *boat*, *seem*, and *play*. The children observe and pronounce these known words and generalize the phonetic principle that applies to words of this pattern. After the generalization has been made it is then applied to the unlocking of such words as *bleat*, *coast*, and *day*, appearing,

of course, in meaningful context. In other words, rather than beginning with rote and mechanical teaching and drilling on discrete auditory and visual units the teacher stresses a program of phonetic and visual *understandings*. Flash card drill, rote procedures, and meaningless repetitions of discrete elements, taught with the idea that there will be an automatic transfer to new words is a very questionable procedure. For this reason much of the unrelated and nonsensical drill from drill pads and "phonetic" workbooks is a sheer waste of teachers' and pupils' time. On the other hand the development of intelligent understandings of general principles that govern word recognition is pedagogically and psychologically sound.²

4. *Instruction in word perception techniques should be of the type that results in learnings that will be permanently useful.*

"Unteaching" and reteaching are both wasteful and confusing. However, both are required if children are taught that letters and letter combinations have fixed sounds that apply to all situations in which those letters appear. *B* taught in isolation as *buh* will have that sound in *but*, but it will be a different sound in *back*, in *bait*, in *bet*, and *bin*. *Ap* has one sound in *rap* and *snap*, but something quite different in *maple* and *appear*. In other words children need to learn sound elements in the context of words rather than in isolation. They need to learn that the same letter or combination of letters may have several sounds in unlocking a word, and that they may need to try more than one sound for the same letter or letters before coming up with a word that is familiar to the ear and that makes sense in the context in which it is used.

5. *The program designed to develop proficiency in word perception skills should be a planned sequential one.*

In each of the five areas referred to in the first principle a definite hierarchy of skills and understand-

ings is involved. On any given level or at any point in the sequence, each skill or understanding is preceded by prerequisite earlier-level skills. Each acquired skill serves as a readiness for skills and understandings on a more mature level. To derive full advantage of the values inherent in this sequential arrangement of skills, the program must be carefully planned so that each reading lesson or activity makes a definite contribution to the over-all program. Since facility and independence in word perception are keystones to a sound reading program one cannot afford to leave instruction to chance or to the whims of an opportunistic program. The teacher must know the sequential order in which the skills are to be developed, and must be thoroughly familiar with the more efficient methods of developing them.

6. *The program of word analysis is successful to the extent to which readiness for it has been developed.*

In all too many cases instruction in the use of phonetic and structural clues is ineffective simply because the child is unable to discriminate between word forms. Abilities in auditory and visual discrimination, developed through a program sometimes referred to as "eye and ear training," are ordinarily developed on the pre-reading level and during the period of initial reading. To the extent to which these prerequisite abilities have not been developed, remedial instruction must be provided regardless of the grade level on which the child is found. Certainly one thing is sure—the child will have extreme difficulty in developing the high-order word analysis skills if he is insensitive to the sound and form of words and word components.

Essential to the use of any recognition device is a rich understanding of word meanings. Obviously it would do the reader little good to derive the pronunciation of a word if he failed to attach mean-

ing to it. Consequently, throughout all stages and levels of reading, attention must be given to the development and enrichment of word meanings.

7. *Independence in perceiving unfamiliar words is promoted through opportunities to apply functionally the skills and abilities developed in the basic program.*

It is a truism that learning is the product of doing. Applied to the word perception program this principle means that the reader must have opportunities to apply his newly acquired learnings and skills to unfamiliar words as they appear in new story content that is within his reading grasp. The novice strengthens his word perception abilities by actually using them in functional situations rather than through drill on unrelated word lists or through such devious procedures as "word games."

Furthermore, the teacher must always be on the alert to aid the child in applying a skill or understanding to an unfamiliar word that offers difficulty. The word may appear in his basic reading, in a content area, or in his free or related reading. In this way she will encourage independence rather than serve as a crutch for his lack of understanding.

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Recent Opinions by the ATTORNEY GENERAL

TUITION

Child having temporary or permanent home in the school district, and who is unable to pay tuition, and whose parents do not contribute to his support, is entitled to attend district's schools without paying tuition.

SPECIAL SCHOOL ELECTION

School Board has no authority to call special election to vote on fixing a rate of taxation which is not provided for by the statutes.

PRIVATE TEACHERS

School Board does not have authority to permit pupil to be absent regularly from any portion of the statutory school day and may not permit school building to be used for private instruction to pupil by private teacher.

SCHOOLS SHARE

Osage river in Miller County is navigable stream. Gravel and sand deposits in Osage river bed within Miller County, as parts of islands formed in stream are owned by Miller County and held for school purposes.

BOND ELECTION

Failure of board of directors to act on petition to dissolve consolidated school district does not invalidate calling and holding bond election. When notice calls for bond election for approval of loan for building school at specified location it is necessary, if issue is approved by voters, to construct building at place specified in notice.

CONCESSION FUNDS

Funds derived from school lunch program conducted by board of education are school district monies and must be disbursed as provided by Section 165.110, RSMo Cum Supp. 1953. Same applies to funds derived from school sponsored athletic and dramatic events. If board of education uses district funds in purchase and sale of candy and soda, must be disbursed as per Section 165.110, supra.

TAXATION

It is the duty of the county clerk to extend respective levies certified to him by school districts upon the valuation of all real and tangible personal property taxable within a disputed area. In so doing the clerk should apply each rate of levy to each item of valuation so that, in effect, two complete computations of taxes will be made, validity of one of which depends upon the judicial determination made over the disputed boundary line in the respective school districts.



There are many reasons for including the custodial staff in the school family, but the best is

CUSTODIANS are HUMAN

by Lucian P. Garrett

Are your halls strewn with paper, dusty, or ill kept for visitors to see and to which children accustom themselves? Do your toilets have odors that permeate the building, telling to all the kind of school you keep?

If your custodian keeps his building at a comfortable temperature, sees that his halls and classrooms are ready for work, promotes proper sanitation in and about the building, and keeps harmony on his staff, he is working with you to make a better educational program. He deserves your respect and cooperation.

Here are a few suggestions:

1. A pleasant "Good Morning, Mr. Jones" goes a long way. Not only is it important to say a cheery good morning, but it is quite as important to address him respectfully and in a dignified and courteous manner. Why? Respect breeds respect. Make him feel that his important job is important. If you succeed, he will keep up high interest in his work.

Help Him Belong

2. Let's suppose that the custodian has been ill or something of deep interest has happened in his family life. It pays off to show some genuine interest in his problems. He has love for his family,

too. Naturally, for that type of interest to be shown in his affairs gives him a feeling of "belonging."

3. A head custodian should be capable of running his own staff. If your wishes are made known to him in the proper way and in the proper setting, he in turn can make his own assignments to members of his staff. It is certainly best for orders to go through proper channels, i.e. teacher to principal to head custodian to custodial staff.

Incidentally, much that has been said concerning the head custodian is equally applicable to other members of his staff. Certainly, the same type of human relations should be shown toward each member of the custodial force.

Tell Him Your Plans

4. It pays to cooperate with the custodian. Is he informed of your plans about fire drill, early dismissal, PTA meetings, afterschool programs? Are your requests for the use of the building made early enough so that you do not have to ask special favors of him? Does he know how you want chairs set for a particular meeting or the stage arranged for the play? Do you wind up your work so that the building can be locked on time, or do you frequently make him wait for you? The custodian has plans, too, so if you will present yours (See Custodians Page 30)

IT perhaps will be surprising to some teaching personnel to think that good human relations are either expected or necessary toward the custodial force. Upon reaching the exalted state of teacher, principal or administrator, some frequently look down upon those whose work is not directly concerned with teaching; nevertheless, that same work goes far toward making ours a success.

What kind of a school would there be but for the healthful surroundings made possible by the custodial force?

Have you ever walked into a cold school and reflected upon the thought of how unpleasant it would be to teach all day under such conditions? Have you gone into your classroom and found it littered with paper, seats in disarray, dust everywhere? It is important to remember that how you find your room at the start of school the next day, depends on how you leave your classroom at dismissal time.



Many opportunities for good public relations are not being realized because programs of the speech department are overlooked

by Charles W. Schaeffer

THE rise in school population has caused the need for additional money to operate the school program. Superintendents conduct vigorous campaigns designed to place the public school in favor of the voter and obtain passage of higher school levies. These programs vary widely in cost and effectiveness; and their effectiveness has not been, necessarily, proportionate to their cost. Many small schools, however, do not have the funds to hire an advertising agency, public relations man, or even a clerk to handle bulk mailings; therefore, they must find other methods to conduct a successful campaign.

The writer solicited the opinions of a sampling of speech teachers attending the University of Missouri 1954 summer session and of teachers of speech selected at random from the Missouri School Directory for 1953-54. Using these opinions and my personal observations as a speech teacher at Shelby, Mo., I have drawn the fol-

(Photo: Courtesy Hickman Highschool, Columbia)
For those extra special occasions where large audiences are present all members of the speech classes may pool their talent for a gala show.

lowing conclusions regarding the present and potential public relations value of highschool speech courses.

The public is aware of the need for speech in the highschool curriculum. In speaking with parents and patrons of our school, I have heard expressed again and again, "I wish I had had speech when I was in highschool." Because it does meet with public favor, it has intrinsic value as public relations;

however, the administrator can multiply the effectiveness of the speech program in a way that will meet with favor of patron, administrator, student, and teacher.

The Way to Start

A program of action is as close, usually, as the telephone. A call to the local Women's Club, the Lion's Club, the Business Men's Club, the Christian Endeavor Club, or the American Legion might be (See Speech Department Page 30)



(Photo: Courtesy Hickman Highschool, Columbia)
Talent teams of six to twelve students from speech classes can specialize in giving programs for civic clubs, community organizations, or clubs that meet in a home.

In Brief

THE Association is sponsoring a Hospitality Hour for the meeting of the American Association of School Administrators in St. Louis, at 4:00 P.M., Monday, February 28, Gold Room, Hotel Jefferson. Ernest Kuehner is in charge. The St. Louis and St. Louis County Districts are assisting.

The Committee on Teacher Education and Professional Standards met on November 20, and the Legislative Committee met on November 23. The Public Relations Committee and the Executive Committee meet on January 8 and 15, respectively.

Complete information is available on request with respect to the recommendations of the Joint Legislative Study Committee. This group of legislators appointed by the General Assembly to study educational needs recommends that additional state support to the amount of approximately \$16,000,000 annually be made available at the present session.

Every teacher should be acquainted with the recommendations of the Committee.

Whether additional funds are to be forthcoming from the State for the next two years depends on what your Representative and your Senator does at this session of the Legislature. Friends of education in your community should assist you in interpreting to them the needs of your schools. The time for action is now.

The Legion

A letter written in a spirit of cooperation has been received from James S. Whitfield, Department Adjutant. It reads in part, "I sincerely hope that you will convey to the teachers of the State of Missouri the sincere appreciation of The American Legion Department of Missouri, Inc., for their fine cooperation in connection with our High School Oratorical Program, Missouri Boys' State, as well as our other

Americanism-youth programs. These programs would not be the success they are if it were not for the School Administrators and the teachers. The Speech teacher particularly gives a great deal of her time, energy, and enthusiasm in instructing the students in our Oratorical program which deals specifically with the Constitution of the United States of America. The entire faculty assists us in their fine efforts to select top quality boys for Missouri Boys' State and girls for Missouri Girls' State, which is sponsored by The American Legion Auxiliary."

"If at any time this organization can be of any assistance to you, even though it may be small, please do not hesitate to contact us."

Most counties participate in these programs. Let us hope that all may do likewise.

Publicity

The General Assembly convening this January is a crucial one for state support of public schools.

To assist in the interpretation of our pressing school needs for the state as a whole, the Association has developed a complete public relations program.

Attractive posters can now be seen on some two hundred fifty billboards scattered over the state. Releases are being forwarded to all newspapers. Twenty-one spot announcements were sent in October to all radio stations and slides prepared to accompany them for television.

Recordings fourteen minutes in length are being used by radio stations on the following subjects: Soaring School Enrollment, Fully Qualified Teachers, Public Support for Better Education, More State Support for Public Education, Public Support and General Information, and State Aid for Schools.

Copies of scripts on these subjects have been sent to community association officers and superintendents for live radio or television programs, PTA meetings, civic clubs, community association meetings, or other groups.

Let us put forth every effort to see that the citizens of the state are thoroughly informed of the needs of our public schools.



Eleven NEA Life Members from Joplin Schools not present for the group picture are: First row, L to R: Marcella Tharpe, Viola Smoot, Margaret Farnham, Susie Lamb, Nellie Mae Weaver, Dorothy Barratt. Second row, L to R: Floyd Leonard, Ben Thompson, Lloyd Dryer, Annabelle Roberts, and R. L. Stratton. Rosamond Merker, Erma McLain, and Arnold Irwin are not pictured.

By Ada Coffey

THE Joplin Teachers Association is celebrating its sixth birthday this year with an NEA life membership drive. It was only in 1949 that three local teachers associations—elementary, junior high, and senior high-junior college—merged into one. Mrs. Pepper, the mother of the famous five little peppers, might have been speaking of Joplin's three well-intended but inadequate associations when she said of her children, "Poor dears! They haven't had any bringing up; they've just scrambled up."



Joplin's youngest NEA life member, a beginning teacher, is Marcella Tharpe, being congratulated by Superintendent Roi S. Wood (left).



Real professional leadership has been demonstrated by teachers in the Joplin memberships in the National Education Association. Since all life membership goal accepted by Missouri teachers for the proposed \$5,000,000 NEA Buildings of these teachers represent a significant contribution to Missouri's Mary Meeks, Bobbie Bradshaw, Margurette Young, Helen Holder, Thelma Secretary, Ada Coffey, Lucy Henshaw, Bertie McCune. Second row, L to Endicott, Ruth Hoofnagle, Bonnie O'Rourke, Muriel Clogston, Louise Juanita Petite. Third row, L to R: Roi S. Wood, Arthur Boles, E. L. Hamilton, Millie Thies, Wilma Sullivan, Eva Fuhr, Mary Fuller, Margaret row, L to R: M. L. Litton, J. C. Ewery, G. W. Smith, Louise A. Anderson Brock, Elizabeth Lanyon, Emma Crane, Loretta Frazier, Betty Read, F. Wells, Dorothy Fisher, J. C. Willey, Rogers Duff, Emma Sayers, Elizabeth Cisco, H. C. Gockel, vice-president.

JOPLIN'S PROFESSIONAL is Showing

We Joplin Teachers believed that if we did possess the potential of being "brought up" properly, it was NEA who could help "bring us up." We sent an SOS to NEA immediately for help and hints, and, as always, our NEA officials responded promptly.

Making some variations to meet local needs, we modeled our constitution on the one in the NEA handbook. Unified dues become our policy, with local dues being one 10th of one per cent of contract salary.

The executive Board consists of elected officers, chairmen of the seven standing committees, appointed by the president, seven members-at-large elected by the general assembly, and the past president. The executive board must meet at least nine times a year,

but is subject to call at any time by the president.

The president keeps all teachers informed by bulletin concerning the action of the executive board and work of standing and special committees. Two general business meetings of the general assembly are held per year, but the president is obligated to call a business meeting if requested by five members.

Some of the most important officials of our organization, without whose help and suggestions the executive board would be handicapped, are the building boosters. Each keeps the

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ners in the Joplin School District in taking out \$150 life all life membership funds go to the \$125,000 five-year 000 NEA Building Center in Washington, the 65 mem- n to Missouri's total collection. First row, L to R: Holder, Thelma McReynolds, President, Velma Miller, cond row, L to R: Bernece Smith, Thelma Meeks, Lou ogston, Louise Anderson, Marie Myers, Viola Smoot, Boles, E. L. McClymond, Effie Miller, Genevieve Fuller, Margaret Mitchell, J. Frankin Edwards. Fourth e A. Anderson, M. W. Dial, F. L. Croddy, Marie Betty Read. Fifth row, L to R: Hester Roby, Leona Sayers, Elizabeth Brandon, Vergilee Moore, Janie Fra

ONAL SPIRIT Showing!

teachers in his building informed concerning policies and plans of the executive board.

Committee Study

Special committees are appointed from time to time for specific projects. One, the teachers education and professional standards committee, made an interesting study of professional attitudes of Joplin teachers. It closed its study by asking us to take the test, published by NEA "How Professional Am I?" Just as Woodrow Wilson stated he believed that nations are renewed from the bottom, not from the top, so we Joplin teachers believe that if



Joplin is proud of Lincoln School's teachers—100 per cent life-time NEA members! Seated, L to R: Bobbie Bradshaw, Mary Fuller, Bernece Smith, Thelma Meeks. Standing, L to R: M. W. Dial, G. W. Smith, J. C. Ewery, Mary M. Lee, Louise Anderson.



Joplin school administrators who are NEA life members are: First row, L to R: Viola Smoot, Alcott; Ben Thompson, Royal Heights; Rogers Duff, East Central; Roi S. Wood, superintendent of schools; J. Franklin Edwards, Washington; Second row, L to R: Frank Croddy, West Central; Floyd Leonard, Longfellow; Dr. M. L. Litton, Junior College; M. W. Dial, Lincoln. R. W. Baker, Franklin Technical School, was not present.



Joplin Junior College has the greatest number of NEA life memberships for one school in the Joplin system. First row, L to R: A. W. Boles, Ada Coffey, J. C. Willey, Roi S. Wood, President, Loretta Frazier, Margaret Mitchell. Second row, L to R: H. C. Gockel, Arnold Irwin, Lloyd Dryer, Dr. M. L. Litton, Dean, E. L. McClymond, J. R. Stratton. Not present was Betty Read.

we are to attain and maintain high professional ideals and practices, we must begin at the local level, rather than state or national.

The goal of our professional organization is not one for selfish exploitation or to promote—as Milton so ably puts it—“Litigious terms, fat contentions and flowing fees.” Rather it is to provide a four-freedoms atmosphere for the teachers in which they, like Chaucer’s scholar, may “gladly learn and gladly teach” the child for whom the school is established and maintained.

Another special committee, whose project is still in embryo, is the orientation for new teachers committee. At least half the personnel are new teachers. The program committee, in addition to other projects, capably planned and administered an audio-visual workshop for the Joplin teachers. At present, it is making plans to sponsor an intra-mural TEPS workshop.

Remarkably outstanding work has been done by the salary committee. The initial action for increases in salaries has come—as doubtless it should—from the salary committee and the executive board, but the superintendent and the board of education have given their sincere and realistic cooperation to the recommendations of the committee.

Within these last five years the maximum salary has been increased \$1550 and the increments have been increased from five to thirteen. It is true that the salary differential between the bachelors degree and the masters degree is unusually large. But the members of the executive board and the salary committee believe that if this differential is great enough a larger number of teachers, including those with many years experience, will be influenced to study for a graduate degree.

In order to make the graduate study less of a financial hardship, we recommended that a teacher studying towards a masters degree should receive an additional in-

crease in salary on completion of 16 hours of graduate work. The recommendation was accepted by the board of education. The large increase in the number of Joplin teachers with master degrees has more than justified that recommendation.

Benefits Recommended

The teacher welfare committee and the executive board met with the superintendent and the board of education last June to discuss leave of absence for teachers, travel for credit, the proper and fair procedure in teacher dismissal, etc. Although no final action was taken, the administration evinced its interest in the report of the teacher welfare committee when the president of the board of education suggested a joint committee of teachers and members of the board be appointed to study these recommendations.

We Joplin teachers feel that the *esprit de corps* which we have developed during these last six years has been a most important gain. We have learned the truth in that age-old admonition: Come let us reason together. We choose our representatives on the basis of merit, not because they teach in the grades, in the highschool or in the junior college. Tribute is due the Secretary of MSTA and the staff, who have been most influential in helping us to develop this sense of oneness with their ever ready words of encouragement and advice.

A glance at some of the benefits that have come to us as a result of our drawing upon the strength of our state and national associations and doing something constructively with our own will explain why Joplin now has 65 NEA life memberships.

A little more than 6 years ago Joplin had 26 teachers with master degrees (15 of those degrees held by the faculty of the junior college where such a degree was required). Today 153 of Joplin’s 311 teachers have master degrees.

Civic Stature

A little more than six years ago our civic “stature” was dubious. Today, to mention only a few instances, two teachers have been elected to the city council, one appointed by the mayor to the city library board, another on a citizens committee to study comic books; still another was asked by two civic and professional organizations to stand for election to the home rule charter commission. Since we have become members of the chamber of commerce many of the teachers and principals have served on various committees of the chamber, civic as well as educational.

A little more than six years ago many of us teachers believed that what the Missouri General Assembly did or did not do was no concern of ours. Today the legislative committee, believing legislation is our business, invites our legislators to meet with us to explain and discuss impending legislation. These meetings are open to the public.

A little more than six years ago many teachers indifferently made community chest contributions. Today we are the first in the city to reach our quota. This year we exceeded our quota by 17 per cent. We also make contributions to the Big Brothers Home, a home for rehabilitation of unfortunate youths.

A little more than six years ago we sent delegates only to the state and district meetings. Today, the association pays for the expenses of one delegate to the NEA national convention and the Joplin School Board pays for another. Joplin has been represented recently at the state, regional and national Classroom Teachers conferences, at the TEPS conference, and at the MSTA-NEA workshops.

Speakers Shared

A little more than six years ago our public relations outside the classroom were ineffectual. Today, partly because we have shared with the people of Joplin and of

(See Professional Spirit Page 29)

Our Teacher Poets

LIFE IS LIFE

OFTEN AS I ROAM and wander
On the land and on the sea,
I lift my eyes, and pause, and ponder
Why my life was meant to be.

I often glance into the sky
In hope that I may chance to find
Emblazoned there before my eyes
The final secret of mankind.

But all my musing comes to this:
Sir, there is no learned reply,
And it can yet, sir, be dismissed,
And life is life no matter why.

—Johnny F. Kerr, Kennett

WE NEVER KNOW

WE NEVER KNOW what a child is worth
A child at work or at play.
A child who studies his very best
Or a child who laughs all day.

We never know what a child is worth
Or what he will grow to be,
For all the great of all ages and time
Was a child as those you see.

We never know what a child is worth
We are building his future each day
And it's often the teacher who leads him on
And shares his success in some way.

—Helen Kitchell Evans, St. Clair

TO A TEACHER

NO HALL OF FAME her epithet acclaim,
Or honored bard n'er praise her virtue rare.
With regal hand she guides throughout a reign
Where pomp and glory have no noble share.

Her subjects from the sheltered realm depart;
As venture beckons down its jagged way.
Like ships upon a stormy sea they dart,
Pursuing a heaven in which to lay.

Some found the path too arduous to tread,
Because they heeded not her counsel wise.
Some traveled along the course which lead
Toward a goal that no one dares defy.

Alas, the queen no longer rules the realm,
But stands before the great celestial throne.
Devout servant of that immortal helm
Who guided earthly lives for him alone.

—Marie Pallo, Desloge

The above poem is dedicated to the memory of
Miss Nellie Hymphrey who devoted the greatest part
of her life to teaching.

ELOPEMENT

THEY STOLE AWAY into the night—
Our tabby and her lover.
On satin-slippered feet they flew
With darkness for a cover.

Her Galahad with whom she sped
Was glistening black in armour,
And boasted lances long and sharp
To slay those that would harm her.

They journeyed far and saw the world
And stayed at many places;
And met some strange and hostile folks
As well as friendly faces.

Their romance wasn't puppy love
For they were truly smitten.
It was intense—the feline kind,
Now won't you have a kitten?

—G. H. Patt, Farmington

THE CHILDREN I TEACH

I LIKE THE CHILDREN which I teach,
Their little faces beaming,
To all I try my best to reach,
While some I know are dreaming.

They look at me as I stand,
Before them in their places,
They are an eager little band,
As written on their faces.

And each one in his own way,
Presents a different frill,
And so, I must to him say,
For you a special drill.

And one presents a wistful eye,
His little heart is beating.
For in his mind he means to try,
With no intent of cheating.

All are good and none so bad,
As a soft word is spoken.
They feel so very glad,
With such a friendly token.

Their little minds seen so keen,
To get the lessons well.
But just how much do they glean,
Is more than I can tell.

And as a lot I think them swell,
For they so bright are growing.
In my mind they ever dwell,
With progress a little showing.

Oh! I may be too optimistic,
Of the opinions which I take.
But I am also very realistic,
For the little children's sake.

—C. F. Bevans, Kansas City

INTERPRETING THE SCHOOL Through Letters to Parents

Parents' enthusiastic response demonstrates the value of good letters as a public relations medium

PARENTS, many years removed from daily personal contact with schools, often are unavoidably uninformed on today's teaching methods and subject matter. The teacher has here a valuable opportunity to promote good relations for the school, by sending information to parents by letter.

Two teachers have recently reported good results from this correspondence to *School & Community*.

English Teacher

This letter was sent to parents of sophomore English students by Mrs. Ernestine Seiter, instructor at Lexington Junior-Senior High-school.

Mr. and Mrs. John Doe
Route #2
Lexington, Missouri
Dear Mr. and Mrs. Doe:

John is enrolled in Sophomore English at Lexington High school this year. I am sure you are interested in knowing what we hope to accomplish during the first quarter.

In the belief that ability to express oneself orally without self-consciousness is essential to all young people, we have planned the course to encourage ease and freedom of oral expression. We shall approach this work through experiences in oral reading as an "ice-breaker." This will include choral reading, in which all the group will participate, and the dramatization of one-act plays.

The students will be given frequent opportunities for written expression of ideas. The subject matter will deal mainly with personal-interest subjects and topics which will give the student an opportunity to express himself freely concerning his ideas of good citizenship in the home, in the school, and in the community.

This writing will be done in the classroom. All written work will be marked, graded, and returned to the student. Look for these papers. You will be interested.

Spelling will be emphasized, but the word lists will be composed mainly of words mis-spelled on student papers.

The school furnishes to each student a weekly issue of "Scholastic," a magazine which is the basis of one day's study each week. This keeps the student alert on current news, improves his reading ability, increases his knowledge of geography, and, through a testing plan, increases his ability to glean important items from the news and to read with accuracy.

Our class period is usually divided into a supervised study period, followed by a performance period, which may be recitation, written spelling lessons, or grammar exercises.

If it is possible for you to do so, visit the class during the year. We hope it will be a profitable and enjoyable year for John.

Sincerely yours,
Mrs. Ernestine Seiter
Teacher, English II

Industrial Arts Teacher

An industrial arts instructor from St. Louis sees many ways to improve teacher-parent relations at the initiative of the teacher. His form letter for parents, and ideas on public relations, appear in the following article and letter.

The public has an interest and a stake in the schools. Supported as they are by public funds, the schools cannot logically or expediently withdraw and exist apart from the community and community interests.

It is necessary, therefore, that a free interchange of information and ideas take place between the school and the public. The activities designed to promote such an interchange are commonly known as the public relations program.

Helping to promote sound public relations is an important duty of every industrial arts teacher. A strong public relations program is essential, because it is helpful in winning support for the school from the community; it wins support for the department from the

administration; and it helps to sell the total school program to the people.

Methods commonly and effectively used to promote public relations include pupil-teacher relationships, teacher-parent relationships, exhibits, talks before the PTA, mother's clubs, YMCA, service clubs, etc., open-house nights, newspaper publicity, magazine articles, school assemblies, show cases, bulletin boards, radio and television programs and adult classes.

The above mentioned are by no means all-inclusive in their content. There are many more ways by which the program can be very actively carried on. At Henry School I am using a form letter to acquaint the pupils' parents with our general shop program. This letter is given to all sixth grade students as they first enter industrial arts. I am also using a Home Mechanics Job sheet which in turn gives the parents an opportunity to make an appraisal of their child's work.

PATRICK HENRY SCHOOL
1220 N. Tenth Street
St. Louis, Missouri
Industrial Arts Department

Dear Parent:

Your son, _____, is taking Industrial Arts this year at the Patrick Henry School. In the General Shop program he will study seven different phases of Industrial work. Also the basic practices, materials, safety, planning, and ways of industry. The greater part of the program is devoted to actual work with materials and tools in making small projects and articles. Your son will be rotated through each area every three weeks.

In the past we have made such things as what-not shelves, trays, bookends, salt and pepper shakers, house signs, lamps, etc. Larger projects are impractical at this time due to (See Letters to Parents Page 30)

Items of Interest

Mary Ann Precht is employed as a commerce teacher in the Mexico high-school.

Marilyn Weir is employed as a biology and social studies teacher in the Belton highschool. She is a recent graduate of Central College, Fayette.

Wilfred Pettus, whose home is at Butler, is teaching his first term at Winfield in the field of mathematics.

Mary Pat Moody, teacher of home economics, is the only new member of the Creighton highschool faculty this year.

Gladys B. Tupper, a teacher at Bois D'Arc for the past two years, is now an instructor in commerce at Southwest Baptist College, Bolivar.

Betty Argent, a former graduate of Winfield highschool, has now been employed to teach commerce at Winfield.

Marion F. Drury, acting assistant to the Superintendent of Schools at University City, has been appointed principal of the Brittany junior high-school in University City.

Jean Anderson is the new teacher of music in the Smithton public schools.

Beatrice Jackson, a graduate of Central College, Fayette, directs the band and teaches music in the Huntsville schools.

Margaret Elizabeth Kerr, a teacher of the fifth grade at Jackson Park School, University City, became the principal of this school January 1. Miss Kerr was a former teacher in the University of Chicago laboratory school and was until 1943 the assistant editor of the Webster Publishing Company.

Mrs. Russel Pavelka, of Braggadocio, is the new teacher of English in the Winfield highschool.

Mrs. H. S. Harris, a member of the Troy highschool faculty, spent her vacation in Europe. She sailed from New York early in June on the S.S. United States and returned home late in August.

Mrs. Mayeeta Holland is the teacher of the first special education classes started in Fair Grove. 42 students are enrolled in the program.

W. O. Marsh, superintendent, Fair Grove public schools, reports the high-school building burned November 13. Classes were resumed four days later and plans are under way on one of the more modern schools in southwest Missouri.

Jim L. Evans, chairman, department of vocational agriculture, St. Charles public schools, for the past 13 years, has resigned to accept a newly created position as director of the educational services for the Missouri Farmers Association. Mr. Evans resignation is effective January 1.

Harold A. Landwehr of the department of vocational agriculture at St. Charles has been promoted to instructor in the department to succeed Mr. Jim L. Evans.

Walter G. Fischgrabe, of Buffalo, has been appointed by the St. Charles board of education to take over the duties of Mr. H. A. Landwehr, who has been promoted to head the department of vocational agriculture at St. Charles.

Mrs. Jessie Long, third grade teacher at Daniel Boone School in University City, has been granted a year's leave of absence to accept a teaching position at the Heidelberg American Elementary School in Heidelberg, Germany.

Paul W. West, of Carrollton, has been appointed superintendent of the Carroll County schools to succeed the late J. A. Burnside, who died November 12. For the past four years Mr. West has been superintendent of the Tina-Avalon consolidated school district in Carroll County.

Mrs. Laura Helmich has accepted the position as social studies teacher in the 7th and 8th grades in Troy. She succeeds Amy Griffin who recently retired and is now making her home in Oklahoma.

Miriam Waite, a primary teacher in the University City schools since 1929, is the first principal of a new experimental unit known as the University Forest school which opened last October. This is the first neighborhood primary school to be started in University City and is planned particularly for the education of young children, kindergarten through third grade.

AIR AGE CONFERENCE JAN. 10

A conference on the air age will be sponsored January 10 at Portland School by the Springfield Public Schools branch of the Association for Childhood Education, according to Mrs. Ruth Hall, president.

A dinner will highlight the conference, Mrs. Hall said, and plans for the affair are under direction of an ACE committee headed by Miss Frances Davis, a Rountree school teacher who has taught in the University of Nebraska air age education program for the past several summers. Officials of the University of Nebraska's division of air age education will appear on the program.



Community Teachers Association leaders from groups with chapters of the MSTAGroup Accident and Health Insurance Plan lunch together during the state convention in November. They are: (seated, from left) Bud Walker, Hannibal; Thelma Cook, Sedalia; Sidney Wright, Sedalia; C. C. Witters, Continental Casualty Co.; Lorraine Bland, North Kansas City; Gail Griffith, Boone School; Agnes Dickey, Boone School; Ruth M. Smith, Clinton; and Ernest K. Ellis, Raytown. (Standing, from left) W. E. Smith, Kirkwood; Donald Stewart, Cass County; Bob Dial, Center School; Bessie Crawford, Center School; C. H. Lindemeyer, Kirkwood; Gordon Smith, Raytown; Wendell Cassidy, Chillicothe; Ada Reynolds, Clinton; M. M. Morrison and Forrest Jones, MSTAGroup representatives. Not pictured: Ralph A. McKeehan, North Kansas City; W. E. Kettelkamp, University City; Clyde Taylor, Lee's Summit; and Ruth J. Rubel, MSTAGroup Administrator.

CONSERVATION TOUR

Fifty Henry County teachers studied conservation techniques in practice in a recent field trip to the Poague-Flippen and Tenary farms in the county. Jack Reed, from the Division of Education of the State Conservation Commission; Ed Wiggins, area extension agent; M. K. Chapman, Wild Life Area supervisor; and Roy Evans, district supervisor from the State Department of Education spoke and assisted in the tour.

ELECT NEW OFFICERS

The Missouri Association of Women Deans and Counselors elected new officers at their meeting held in Kansas City November 5.

Chalcea White, dean of women, Park College, Parkville, Mo., was elected president and Mary Frye, dean of students, William Woods College, Fulton, Mo., was elected treasurer. Miss Mary Isabel Winslow, of Fontbonne College, St. Louis, is still serving as secretary.

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WHERE IT PAYS TO TEACH AND LIFE IS WORTH LIVING. WRITE US TODAY.

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Ample, dependable electric power at reasonable rates is absolutely essential to the future development of this community . . . and to the economic welfare of every citizen.

Actually, it is important to you that your power and light company earn a living wage. So long as we do, we can provide the kind of service you and our other customers deserve . . . and we can grow to meet your future demands. Only by making a fair return can we attract the savings of people who must invest the money needed for future expansion.



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To Call State Conference on Education

Hubert Wheeler, State Commissioner of Education, has been designated to call a state education conference to make recommendations at the White House conference on education sometime in 1955. President Eisenhower called for the national conference in his 1954 State of the Union and Budget messages, and signed a law providing for it on July 26.

Wheeler was asked to make all arrangements and supervise the state conference. A \$16,517 allotment, part of a national appropriation of \$700,000 for all state conferences, has been granted to defray the conference expenses.

Under the Congressional act, Public Law 530, states must prepare reports of conference proposals for the White House committee, which must be held before Nov. 30, 1955.

Purpose of the state conference is to enable educators, business leaders and interested citizens to bring together information on Missouri's educational needs and to discover possible remedies.

Chairman for the national conference is Neil H. McElroy, Cincinnati, chairman of the board of Proctor and Gamble. Clint Pace, formerly a member of the National Citizens Commission for Public Schools, is executive director.

The White House conference is expected to report on state progress, summarize resources now available or needed to maintain or improve education; and discover where states can meet their own educational financial needs, and if federal funds are needed or wanted.

NEW BUILDING IN WARRENSBURG

The second new elementary school within three years is scheduled for completion Feb. 1 in Warrensburg. Construction began July 20, 1954. The 10-room structure will include cafeteria, multi-purpose office, clinic, teachers and special education rooms.

100% Counties

The following counties have reported complete enrollments in the Missouri State Teachers Association for this year:

County	County Superintendent
Adair	Mrs. Stella Hills
Andrew	Miss Daisy Robins
Atchison	S. W. Skelton
Audrain	Howard Maxwell
Bates	Mrs. Don Eubanks
Boone	C. D. Thorp
Callaway	Ben W. Freiburger
Camden	W. R. Henry
Cape Girardeau	Edwin Sander
Carroll	Paul W. West
Carter	J. S. Allen
Cedar	Woodford Wilson
Chariton	Mrs. Zoe A. Wiley
Clay	Ralph W. Ballew
Clinton	Mrs. W. Leslie Meyers
Cooper	Chas. A. Repp
Dallas	Byron Rea
DeKalb	H. C. Holt
Franklin	O. E. Burke
Gasconade	L. A. Krueger
Greene	Paul Alan Hale
Holt	Mrs. Maud K. Young
Iron	Andy Trask
Jasper	John F. Wilson
Jefferson	Clyde S. Hamrick
Johnson	Miss Nellie Wells
Knox	Miss Bessie Hudson
Lafayette	J. L. Atkinson
Lawrence	Hugh R. Hembree
Lewis	Mrs. Merle T. Bradshaw
Linn	Mrs. Vera P. Rinehart
McDonald	Alton Carnell
Macon	Miss Mary F. Graves
Marion	Mrs. Mary Neher
Mercer	Miss Gertrude Young
Moniteau	Alfred Lloyd
Morgan	Moss McDonald
Nodaway	Claude F. Pierpoint
Oregon	Mrs. Klyde Vaughn
Osage	Mrs. Emil Bish
Pettis	Dr. C. F. Scotten
Pike	Stephen Cornish
Polk	Mose Voris
Pulaski	Norman Humphrey
Ralls	W. T. Crawford
Randolph	Wm. F. Ornburn
Ripley	Mrs. Dacy E. Hawthorne
St. Clair	Mrs. Mabel Hill
St. Francois	R. E. Wood
Ste. Genevieve	Hilary J. Carron
Scotland	Mrs. Callie C. Smith
Scott	O. F. Anderson
Shelby	G. H. Jordan
Taney	Elmo Ingenthron
Texas	Roscoe A. Carter
Vernon	Herbert B. Cooper
Warren	Miss Edna R. Polster
Washington	Otis L. Loomis
Webster	Ellis O. Jackson
Wright	Mrs. Essa Findley

Others lack only two or three and will be in the 100% column before long.

ADAH PECKENPAUGH RECEIVES CITATION OF CENTRAL COLLEGE

Miss Adah Elizabeth Peckenpau, Clinton highschool instructor and President, Missouri Department of Classroom Teachers, received one of

12 Centennial Convocation Citations awarded Nov. 13 in ceremonies at Central College, Fayette.

The citations honored distinguished alumni and alumnae of the college and Methodist churchmen of Missouri.

Miss Peckenpau was graduated from Central College in 1935, after participating in many activities as an undergraduate. She did graduate work at five colleges.

She presently teaches English at Clinton highschool, is sponsor of the student newspaper and annual, and

has received the first citation for distinguished service ever awarded by the Clinton board of education.

She is president of the department of classroom teachers of the MSTA and chairman of a committee on juvenile delinquency which met during Thanksgiving in Washinton, D.C. She is active in the Methodist Church and PEO sisterhood, and a member of Delta Kappa Gamma, honorary education, Beta Sigma Phi, and a life member of the National Education Association.

WONDERFUL NEW HORIZONS

A suggestion we hope proves interesting and useful



For Your Electronics Classes

New teaching aid is RCA's unusually complete Electronics Kit.

So basic is all equipment and so clear the instructions, class can do numerous experiments as well as build a fine 2-tube radio.

Many scientists worked many months with Chicago's Museum of Industry and RCA to help put together this Electronics Kit for young scientists.

This Kit gives equipment and instructions that are geared to the skills and technical grasp of ages 11 to 18. They can, with this, build and operate a transmitter and both 1-tube and 2-tube radio.

Coming at this time with increasing interest among young people in radio, radar, television and the electronics field generally, teachers welcome this Kit. It adapts itself to class projects with many exciting experiments that are fun to do and teach the theory.

IF FURTHER INTERESTED, you can get ELECTRONICS KIT NO. 1 described above by writing to CENTRAL SCIENTIFIC CO., 1700 Irving Pk. Rd., Chicago 13 .. \$29.95 plus 25c postage.

64-Page Booklet 8x5 1/4" called First Adventures in Electronics is with each Kit. 16 specific experiments are set up in 5 parts: 1 Charges and Batteries; 2-3 Currents and Detecting Devices; 4 Waves; 5 Radios. Also included are International Morse Code and most symbols used in radio.

Parts List consists of board; variable capacitor; RF coil; antenna coil; 1.5 megohm resistor; 22 uuf capacitor; .01 uf capacitor; B battery holder; ground clamp; wire leads; antenna wire; magnet wire; hardware assortment; compass; iron rod; zinc electrode; copper electrode; A battery clips; headphone; knob; 3v4 socket; 1T4 socket; 3v4 tube; 1T4 tube; ground wire; dial scale... Your PTA or Board of Ed. might procure this Kit for you.

It's Healthful To Enjoy Wrigley's Spearmint Gum

The pleasant, natural chewing of wholesome, tasty Wrigley's Spearmint Gum helps keep teeth clean and bright. Aids digestion and breath, too.



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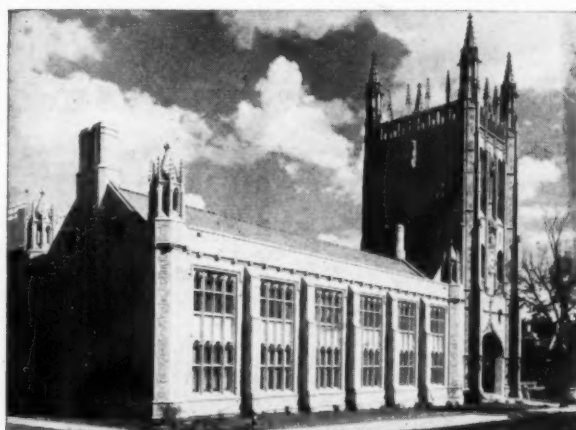
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CALENDAR

June 13—Monday, Registration and Orientation

June 14—Tuesday, Classwork begins

August 5—Friday, Summer Session Commencement, 8:00 p.m.

THE SUMMER SESSION PROGRAM

The program has been planned to meet the particular needs of summer students. The facilities of the University will be available for students who may be interested in summer study. In addition to more than 600 graduate and undergraduate courses, the offering will include conferences, lectures, workshops, and recreational opportunities.

OPPORTUNITIES FOR TEACHERS

The unprecedented demand for well qualified teachers makes this an exceptionally good time to begin or to continue a program of teacher education.

For information about the Summer Session write to:

DIRECTOR OF THE SUMMER SESSION

107 Hill Hall

University of Missouri—Columbia, Missouri

Meeting Planned For Administrators

"The Year of Decision" will be the theme of the Jan. 17-18 meeting in Columbia of the Missouri Association of School Administrators, according to President H. W. Schooling.

A principal speaker at the mid-winter conference will be Boyd Campbell, regional vice president of the U. S. Chamber of Commerce and chairman of the Chamber of Commerce's education committee. Campbell will speak at the dinner January 17. The conference will close after luncheon Jan. 18.

MEXICO MEET SET FOR BUSINESS GROUP

A meeting of the Missouri Association of School Business Officials is scheduled April 18-19 in Mexico. Reservations may be secured by contacting the Air Park Motel, Ben Bolt Hotel, Hoxsey Hotel or Jefferson Hotel. A special program for ladies is planned.

AUDIO-VISUAL WORKSHOP JAN. 29

The Audio-Visual Center of Southeast Missouri State College, Cape Girardeau, in cooperation with the Department of Audio-Visual Instruction in Education of the Southeast Missouri Teachers Association, and the Department of Audio-Visual Education of the Missouri State Teachers Association will conduct an Audio-Visual Workshop on Saturday, January 29, 1955.

The workshop will be held in the Little Theatre of Kent Library, with registration from 9:00 to 9:30.

The meetings in the morning will be of interest to both school administrators and classroom teachers. The afternoon sessions will be divided into two special interest groups. Mr. Lee Campion, St. Louis County Audio-Visual Director, will lead a discussion on the "Administration of an Audio-Visual Program," which is designed to be of help to Superintendents, Principals, Audio-Visual Directors, and other administrative directors. The second section is for classroom teachers and will be "Audio-Visual Materials in the Classroom," by Miss Ellen Millman, President, Department of Audio-Visual Education, Missouri State Teachers Association.

Anyone wishing further information is requested to contact: Mr. Rolland P. Schlieve, Director, Audio-Visual Center, Kent Library, Southeast Missouri State College, Cape Girardeau, Mo.

A BOOSTER

R. #5

Holden, Missouri

October 21, 1954

Missouri State Teachers Ass'n
Accident and Sickness Insurance
Columbia, Missouri

Dear Sir:

Thank you so much for the check I received today. Once again you have been most kind and very prompt in your payment of a claim.

I shall continue to be a booster of MSTA Group Insurance. We teachers just can't afford to be without it.

Again, thank you.

Very truly yours,

/s/ Margaret G. Kephart

GE FELLOWSHIPS OFFERED FOR PHYSICS TEACHERS

To provide preparatory and high-school physics teachers with comprehensive physical science reviews and to introduce new developments, 50 all-expense General Electric scholarships are being offered for a six week study program June 19-July 20, 1955, in Cleveland, Ohio.

Applicants from 12 states, including Missouri, must be college graduates, possess teaching experience in preparatory or highschool, and be certified by their state to teach. Funds cover living expenses on Case University Campus, books, tuition, fees and traveling expenses.

Applications for the fellowships may be obtained from Dean Elmer Hutchisson, Case Institute of Technology, 10900 Euclid Ave., Cleveland 6, O.

TAPE RECORDING SERVICE ANNOUNCED

A new project to make tape recordings of outstanding educational programs available on a national scale has been launched by the Department of Audio-Visual Instruction of the National Education Association and the Association for Education by Radio-Television.

To initiate the project, 14 educational organizations have prepared master copies of their best tape programs for deposit in a National Tape Repository at Kent (Ohio) State University. A total of 34 different series or 562 individual programs are now available.

In connection with the project, a National Tape Recording Catalog giving information about the various types of programs available has been prepared. The catalog may be obtained from the NEA Department of Audio-Visual Instruction, 1201 16th St., N.W., Washington 6, D. C. Single copy, 50 cents. Copies of any program in the catalog may be ordered from the Repository at Kent State University. Programs of 15 minutes or less in length are re-recorded for 50 cents; programs, 16 to 30 minutes, \$1.

SECOND SEMESTER VACANCIES—now being reported. If you will be available now or in September, NOW is the time to enroll for our service. Write us for free enrollment blank and for information concerning our service. Calls come to us from all parts of the country. If interested in Professional and Financial Advancement time, let us help you.

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REPORT CARDS STUDIED

Schools in Moniteau County are making a study of pupil report card systems. A committee of principals, teachers, board members and parents has studied several report cards, and made recommendations to the county school superintendent.

The county PTA Council, in cooperation with eight local PTA units, is endeavoring to obtain a telebinocular. A committee, comprised of the county superintendent and local district superintendents, are studying possible ways to purchase the machine, recently demonstrated in the county.



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BROTHERHOOD WEEK MATERIALS AVAILABLE

Brotherhood Week, annually sponsored by the National Conference of Christians and Jews, will this year be observed Feb. 20-27, with the theme "One Nation Under God."

Materials, aids, and program ideas are available on request from Dr. Herbert L. Seamans, Commission Director, 381 Fourth Avenue, New York 16.

IMPORTANT EVENTS

JANUARY

- 17 Missouri Association of School Administrators Meeting, Columbia, Jan. 17-18, 1955.
- 24 Northeast Missouri Administrators North of Highway 36, 6:30 p.m., Auxvasse, Jan. 24, 1955.

FEBRUARY

- 18 South Central Region, Department of Classroom Teachers Conference, Fort Smith, Ark., Feb. 18-19, 1955.
- 20 Brotherhood Week Observance, Feb. 20-27, 1955.
- 24 National Association of Business Teacher - Training Institutions, Conrad Hilton Hotel, Chicago, Feb. 24-26, 1955.
- 26 Regional Meeting American Association of School Administrators, St. Louis, Feb. 26-March 2, 1955.

MARCH

- 16 Department of Elementary School Principals NEA Annual Meeting, Hotel Sherman, Chicago, Mar. 16-19, 1955.

APRIL

- 11 Association for Childhood Education International Conference, Kansas City, April 11-15, 1955.
- 23 Department of Classroom Teachers of MSTA Annual Conference, Columbia, April 23, 1955.

JULY

- 11 Annual Reading Conference, State Teachers College, Kirksville, July 11-16, 1955.

NOVEMBER

- 2 Missouri State Teachers Association Annual Convention, St. Louis, Nov. 2-4, 1955.

BOND PASSES AT CAMPBELL

A school bond election of \$288,000 was passed by special vote last June in Reorganized School District 2, Campbell, Dunklin County, Mo. The bonds will make possible proposed major changes and enlargements of the elementary school facilities in Campbell.

A new four unit elementary plant, containing 18 classrooms, and many other rooms will be erected. The gymnasium and vocational agriculture buildings will be enlarged.

WINNER RECEIVES EUROPEAN TOUR

An European trip or \$500 cash will be first prize for the best test score registered March 15 in the 29th annual highschool contest on the United Nations, sponsored by the American Association for the U.N.

Students in public, private or parochial highschools in the United States or its territories may register through teachers for participation. The three-hour examination combines short-answer and essay questions.

Other awards include the second prize of \$200 or a trip to Mexico, and prizes totaling \$3,000 and several college scholarships offered in 28 states by community organizations for state and local winners. About 75,000 students from 3,000 highschools participated in the 1954 contest.

Information may be secured from Miss Mary Hamilton, Contest Secretary, American Association for the United Nations, 345 East 46th St., New York 17, N.Y. Each registering school receives a free study kit. Additional kits are 50 cents each.

SIMPSONS TO TEACH IN TENNESSEE

Mr. and Mrs. Elvis E. Simpson, whose combined careers in teaching and school administration in Missouri equal more than 60 years, plan to continue teaching in Memphis, Tenn., and have purchased property there for a home.

Mrs. Simpson began duties at North Frayser School in Memphis in August. In the past 20 years, she has taught at Caruthersville, Grandview, Ruskin junior highschool and Belton.

Mr. Simpson, Belton superintendent for the past nine years, has accepted a position in the Memphis schools, and will join Mrs. Simpson after this school year. He has taught in Missouri schools for more than 40 years.

In a letter to "School and Community," Mrs. Simpson says Tennessee ethics are high, salaries are good and opportunities for higher education for teachers excellent. She says Missouri will remain her "first love" in teaching, and wishes success to all persons engaged in Missouri's educational program.

BOONVILLE COMMITTEE TO STUDY SCHOOLS

Problems and proposed improvements in Boonville schools will be studied by a committee of 13 appointed Nov. 16 by the city board of education.

The group will study and make recommendations on extra-curricular programs, teacher shortages, segregation, grounds, buildings, and finances. A definite need for expansion of plant and activities was indicated to be the reason for the appointment.

PRINCIPALS ELECT IN NORTHEAST DISTRICT

Officers of the Elementary Principals of Northeast Missouri District were elected at a luncheon Oct. 8 in Blanton Hall, Kirksville, during the Northeast District Teachers meeting.

They are: President, Maxine P. Phillips, Clarence; vice president, Leslie W. White, Kirksville; and secretary-treasurer, Elizabeth N. Sloop, Marceline. A delegate and alternate were chosen for the spring meeting in Columbia of the state department of elementary principals.

Leland Jenkins, Milan, the former president, had charge of the meeting. All present enrolled in the elementary principals' organization.

DEATHS

EMMA NAXERA

Miss Emma Naxera, who for over 40 years was a teacher and principal in the Louisiana public schools, died recently in the Pike County Hospital. Miss Naxera retired in 1952 and was elected treasurer of the city of Louisiana. She was serving in this position at the time of her death.

MINNIE T. SHORE

Miss Minnie Thatcher Shore, a public school kindergarten teacher for 50 years, died in Webster Groves November 16 of a heart ailment. Most of her teaching career was spent in the Arlington and Stix schools. She retired from service in 1944.

FLORENCE WOOLFOLK

Miss Florence Woolfolk, a former teacher and principal of the St. Charles schools, died at her home in St. Joseph, Mo., on November 5, 1954. Miss Woolfolk after a previous teaching experience in other parts of the state, became a grade teacher in St. Charles in 1905.

In 1921 she was promoted to the principalship of the McKinley Elementary School, St. Charles, which position she held until her retirement from the teaching profession in 1949.

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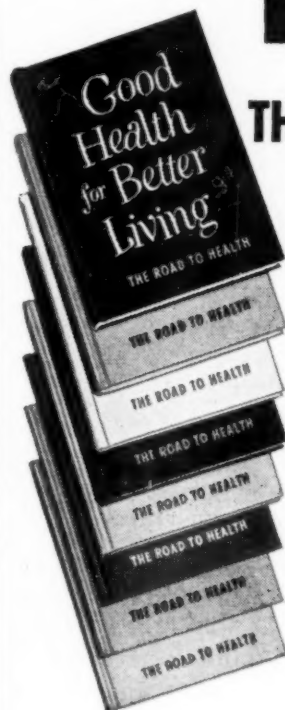
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NOVINGER PUPILS IN NEW STRUCTURE

The Reorganized District R-1 Public School in Novinger occupied a new school plant Sept. 7. Twenty teachers and 470 pupils were in the system on that date.

The new band mother's club, formed under supervision of James Herschel Burris, music director, has purchased 10 uniforms, a tenor saxophone and a bass clarinet for the band.

The school PTA has ordered and installed stage curtains. This was their 1954 project.

School Legislation

(Continued from Page 7)

Classrooms. This year 1,901 elementary classrooms in Missouri have an enrollment of 40 or more.

Teachers. Highschool seniors in Missouri interested in teaching were 4 per cent last year, 5.7 per cent in 1948, and 10 per cent twenty years ago.

Elementary teachers needed in Missouri for this school year were 2,038. Five hundred nine completed preparation in all Missouri institutions and were available for placement in Missouri.

Highschool teachers needed in Missouri for this school year were 620. Three hundred thirty-two completed preparation in all Missouri institutions and were available for placement in Missouri.

Thirty per cent of placements by state institutions were outside the state, with an average annual salary of \$517 in excess of those placed inside the state. This is the highest percentage placed outside the state since 1947.

Seven thousand of our twenty-six thousand five hundred teachers do not meet the accepted minimum standard of four years of college preparation.

Teachers Quitting. Out of 678 teachers who withdrew from teaching in Missouri during July, August and September, 238 or 35 per cent are now teaching in another state and 163 or 24 per cent entered other employment, 192 or 28 per cent left for marriage and family purposes, with 85 or 13 per cent for miscellaneous reasons.

Salary. The average annual salary of Missouri teachers is \$3,175. It is \$550 below the average salary for the nation. It is \$527 below the average salary for the more than 800,000 employees covered by unemployment compensation who comprise at least two-thirds of the non-agricultural employees in the state. Salaries of Missouri teachers have increased 161.5 per cent since 1939, while the per capita income of the state increased 240 per cent.

Finance. \$7,000,000 increase for current expenditures is required annually to bring Missouri up to the national average per pupil in average daily attendance. Missouri's expenditure per pupil in A.D. A. is \$12 less than the national average.

Missouri's total state support annually per pupil enrolled, including capital outlay and all other purposes is \$72, whereas for the nation it is \$102 or a difference of \$30.

Real and Personal property now produces less than one-third of the income of the state but pays two-thirds of the cost of education.

Ability and Effort. Missouri ranks 16th among the states in income per child of school age and 17th in income per child enrolled in public schools.

For the school year 1952-53 Missouri spent 2.02 per cent of the total income of individuals for current educational expenses. Only seven states spent a smaller per cent of income. The average per cent of income spent for current educational expenses in the nation was 2.31.

State Tax Load. The per capita state tax collection in Missouri was \$54.78 for the fiscal year ending June 30, 1954. State tax collection for the nation was \$70.31. Missouri ranked 43rd in per capita state tax collection among the states.

Missouri collected 3.3 per cent of the income of the people in state taxes compared to 4.1 per cent for the nation. Only five states took a smaller per cent of income for state taxes than did Missouri.

ALLOWANCE FOR CONVENTION EXPENSE

The Louisiana board of education encourages the attendance to the Convention of the Missouri State Teachers Association by allowing expenses in the amount of \$40 to each teacher, according to Joy E. Whitener, superintendent of schools.

In an effort to create better understanding with respect to the reading program of first graders, parents were asked to attend a meeting shortly after the opening of school where a discussion on reading readiness and the techniques for teaching reading to first graders was held. Approximately 75 per cent of the parents attended the meeting.

CLASSROOM TEACHERS TO FORT SMITH

Classroom teachers from Missouri, Arkansas, Kansas, Louisiana, Nebraska, Oklahoma, and Texas will attend the South Central Regional Conference of the NEA Department of Classroom Teachers in Fort Smith, Ark., February 18-19.

Lucille Carroll, president of NEA Department of Classroom Teachers, will keynote the conference with her address on the departmental theme, "Faith in Education . . . Horizons Unlimited."

Major addresses and discussion groups will focus their attention on such problems as incorporating moral and spiritual values into school subject matter fields, the use of educational television in the classroom, and the presentation of practical helps for local associations in the areas of program planning, orientation of new teachers, publications, ethics, communications, and membership.

Professional Spirit

(Continued from Page 18)

the four-state area the nationally and internationally known speakers we have brought to Joplin—such as Dr. Arthur H. Compton, Mrs. Ruth Bryan Rohde, Andy Holt, Billie Davis, Sarah Caldwell and Maurine Walker—good public relations have become a reality. As proof of this reality, here are excerpts from a few of the many letters of appreciation we received:

From a professor of social science from a near-by college: ". . . Personally I am still dazed! I am trying to figure out how your association could arrange such a GOOD DEAL! Doctor Compton in Joplin! Why, I should say that is the biggest event of the year! . . ."

From a member of the Ministerial Alliance: "I think your association is doing a splendid piece of adult education in bringing to Joplin so many outstanding spokesmen on topics that our citizenry generally needs authoritative information . . ." From a grandmother: "I feel it was a privilege to hear such a wonderful speaker as you presented Tuesday evening. I was impressed with the number of young men present who seemed so

interested . . ." From two young parents: "My husband and I want to express to the Teacher Association our thanks for the opportunity you have given us to hear the excellent speakers on your program. . . ."

The proof of the pudding is in the eating; the proof of the efficacy of our state and national associations is in giving them an opportunity to help us grow professionally. By turning to them for help we cannot hope to escape our responsibility; we are made all the more aware of it. We Joplin teachers look upon MSTA and NEA as Ben Jonson looked upon the wise of antiquity: They opened the gates and made the way that went before us—but as guides, not as commanders.

We teachers have inherited great privileges and great responsibilities. If we do see farther than those who have gone before us, it is be-

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Macon County rural teachers brush up on their artwork during a highly successful arts workshop. Seventy-two attended the project Oct. 22, conducted in their activities by Alfred Bleckschmidt, state fine arts director. The workshop was sponsored by Miss Mary Graves, superintendent of Macon County Schools. Morning sessions were devoted to music; the afternoon to art. Practical ideas for school art projects and instruction were stressed.

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cause, as Newton said, we have stood on giant shoulders. May our aspirations and deeds be such that our countrymen can say with Alfred the Great, a soldier and a law-giver, "To Almighty God be thanks that we . . . have an institution of teachers!"

Editor's Note: Two more who have taken out Life Membership during Joplin's drive are John Wilson, County Superintendent of Schools, Jasper County, and Mrs. Freda Gates, a rural teacher in Jasper County. Mrs. Gates is the first rural teacher in Jasper County to become a Life Member.

Custodians

(Continued from Page 13)

early, he will not be forced to rearrange his plans to suit yours.

5. Does your Courtesy Committee include the custodial staff in its plans? This can be a rather delicate question and can best be decided locally. There are not many reasons why the custodian could not be included in the school family set-up. In cases of sickness or death in the custodian's family or on the custodial staff, effort should be made to show teacher interest in a fellow-worker.

Custodians are just as human as human beings can be and should be treated in such a manner as to promote good human relations and harmony in the school family.

Letters to Parents

(Continued from Page 20)

the amount of tools, materials, and space provided in the classroom.

I would appreciate any suggestions or comments about projects or useful articles of the following areas: (Wood, leather, plastics, ceramics, metal, electricity, home mechanics), that your son could make in the shop. Use the reverse side of this paper if you wish or a separate sheet.

If there should be any problems or features concerning the General Shop program that you would like to discuss at any time, or if you would just like to see the shop classroom, please feel free to visit whenever it is convenient.

Very sincerely yours,
Walter L. Ambrose,
Instructor
Charles E. Scott
Principal

Parents' Signature

Speech Department

(Continued from Page 14)

the first step, since the entire program of action consists of contacting the local organizations in the community and arranging for the speech department to furnish a program. This procedure might seem a rather abrupt change from the policy of letting the organization ask for a program, but it is effective.

The use of the speech program in public relations fosters a feeling by the participating organization that it has a responsibility in the educational process, and aids in lowering the artificial barrier which now exists between school and community. When the organization must contact the school for the program this responsibility is lacking.

They Want to Help

Since both the administrator and the community approve of such a speech plan, what is the opinion of the speech teacher? The writer has drawn the following inference from the responses of forty Missouri speech teachers. Most teachers do not furnish programs regularly to local organizations but would like to if the opportunity presented itself. Sixty-eight per cent of those teachers responding stated they do not furnish programs, but one hundred per cent indicated they would like to. Further substantiating this conclusion, one hundred per cent stated they would be willing for each student competent to do so to give at least one speech publicly.

Just why are speech teachers so eager to furnish programs for the public? The answer lies in the teacher who knows that properly motivated students learn. The speech department program provides proper motivation because it utilizes actual life situations in which learning can take place.

The question is likely to arise, "What kind of entertainment or program can we use?" In the large part, administrators can lift the program, directly from class proj-

ects. Highschool speech courses often include the after-dinner speech, the personal philosophy speech, the argumentative speech, and the one-act play, any of which could provide suitable programs for the civic and social groups in the community.

The speech teacher himself is a potential program source. Of the teachers sampled, seventy-five per cent replied they would like to speak publicly, but only twenty-two per cent stated that administrators had asked them. These results indicate that many of the speech teachers would participate personally in the program. An ad-

ministrator might ask a teacher to speak alternately with the student programs.

The increased use of the speech department does not guarantee good public relations, nor is it a substitute for other endeavors of the school; but worked in conjunction with existing plans, it could improve desirable school-community relations, provide to teacher and student the added prestige of knowing that they are a more valuable asset to school and community, and create a situation that promotes learning, the entire purpose of our educational institutions.



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Shall We Take the Next Step?

Missouri could be on the threshold of taking a very forward step to improve its public school system.

The possibility for significant improvement lies in getting the report of the Joint Legislative Education Study Committee implemented into law and fully financed.

Legislative members of the committee held a meeting December 7 to formally approve the program. At this meeting it was decided to refer the new financial proposal and the 1 per cent sales tax to finance it to the people of the state for their approval. After the bills have passed the Legislature a special statewide election will be held.

Citizen advisory members who have been working with the Legislator members of the Committee gave overwhelming approval of the report at their final meeting Nov. 12 in Jefferson City.

Missouri State Teachers Association Legislative Committee members meeting in Columbia on November 23 unanimously approved in principle the recommendations of the Joint Legislative Education Study Committee. Because the bills for introduction into the General Assembly were not in final form and could not be studied, only approval of the program in principle could be made.

Missouri's school children will get a better education if the proposed program is put into operation.

School children will be taught under more favorable conditions with less crowded classrooms, better equipment and instructional supplies and better prepared teachers.

Broadly speaking the Committee has made its approach to the problem through two principal avenues; (1) an entirely new financial program, and (2) extensive strengthening of the school district reorganization law.

It is estimated that state aid would be increased from the present \$44,000,000 to \$60,000,000 each year. This increase of approximately \$16,000,000 each year will go a long way toward helping solve school problems teacher shortage, overcrowded classrooms a bulging school enrollments.

To safeguard and insure salary increases for teachers, not less than 80 per cent of the state support must be spent for teachers salaries. Encouragement of smaller classes is intended by placing a financial penalty on a district that does not keep its teacher-pupil ratio 1 to 30.

The proposed program is well within the financial reach of Missouri. Missouri would take its place among the top one-third of the states, educationally speaking. With a per capita income so great that only 15 states have more on a pupil basis, indications are that the program could be initiated without any financial strain. The program is a reasonable one but one that is significant enough to make progress.

Members of the 67th General Assembly looked with favor upon the public school program. Appropriation of the traditional one-third and the 9¼ millions were made unanimously. There is no reason to believe the new Legislature convening Jan. 5 will not hold the importance of our schools in as high regard.

After all, the General Assembly itself set up the Joint Legislative Education Committee and instructed it to study the school situation and then bring recommendations back to the next Assembly as proposed legislation. It is a bipartisan approach to solving educational problems and one to be commended.

Careful and conscientious consideration has been given by the Committee and the Citizens Advisory group to the solution of pressing problems. Both groups believe the plans proposed are desirable, substantial and workable.

It would seem that everyone interested in our school children should exert interest in the direction of getting the school proposals passed at the earliest possible moment. All educators should see that their community understands the proposals and that your Representative and Senator are fully informed.